



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 10111163  
SAU: Bangor School Department  
School: James F. Doughty School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

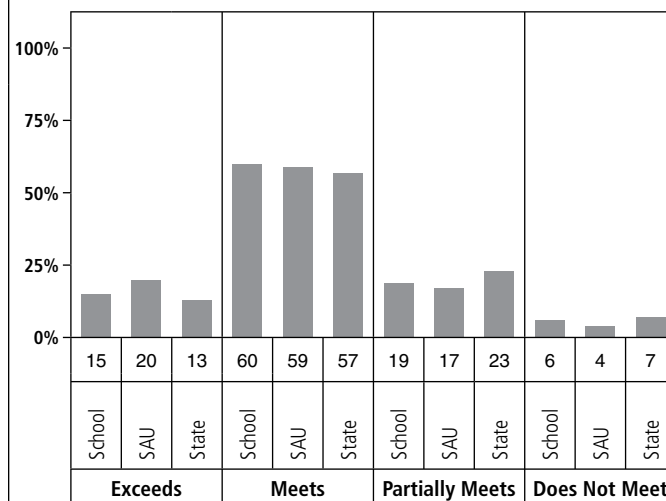
SAU: Bangor School Department

School: James F. Doughty School

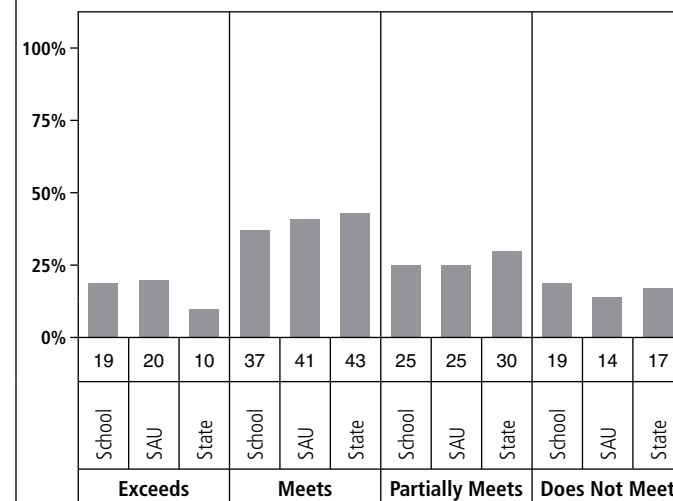
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	647	649	644
2006–2007	647	650	646
<b>2007–2008</b>	<b>649</b>	<b>651</b>	<b>648</b>
Cum. Avg. *	648	650	646
<b>Mathematics</b>			
2005–2006	643	647	641
2006–2007	646	650	643
<b>2007–2008</b>	<b>645</b>	<b>647</b>	<b>642</b>
Cum. Avg. *	645	648	642

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: Bangor School Department  
School: James F. Doughty School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	163	100	287	100	14365	100	159	99	283	99	14266	99	159	99	283	99	14268	99						
<b>Ethnicity</b> African American/Black	4	2	13	5	418	3	4	100	13	100	407	97	4	100	13	100	413	99						
American Indian or Native Alaskan	5	3	5	2	111	1	5	100	5	100	110	99	5	100	5	100	110	99						
Asian or Pacific Islander	6	4	12	4	249	2	6	100	12	100	249	100	6	100	12	100	248	100						
Hispanic	2	1	3	1	149	1	1	50	2	67	147	99	1	50	2	67	147	99						
Caucasian/White	146	90	254	89	13438	94	143	99	251	100	13353	100	143	99	251	100	13350	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	26	16	40	14	2518	18	24	96	38	97	2479	99	24	96	38	97	2479	99						
<b>Current LEP</b>	4	2	7	2	349	2	4	100	7	100	339	97	4	100	7	100	344	99						
<b>Economically disadvantaged</b>	88	54	122	43	5335	37	85	98	119	98	5277	99	85	98	119	98	5279	99						
<b>Migrant</b>	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	134	82	243	85	11613	81	134	82	243	85	11626	81						
Identified disability (PET/IEP)	1	1	6	2	373	3	1	1	6	2	373	3						
LEP	2	1	2	1	187	2	2	1	2	1	187	2						
504 plan	10	7	14	6	149	1	10	7	14	6	150	1						
<b>Participation with accommodations</b>	25	15	37	13	2451	17	25	15	37	13	2446	17						
Identified disability (PET/IEP)	23	92	29	78	1909	78	23	92	29	78	1910	78						
LEP	2	8	5	14	142	6	2	8	5	14	152	6						
504 plan	1	4	4	11	85	3	1	4	4	11	84	3						
Other	0	0	1	3	350	14	0	0	1	3	335	14						
<b>Participation through alternate assessment (PAAP)</b>	0	0	3	1	197	1	0	0	3	1	196	1						
Identified disability (PET/IEP)	0	0	3	100	197	100	0	0	3	100	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	2	1	2	1	24	0	2	1	2	1	24	0						
<b>Non-participation – other</b>	2	1	2	1	75	1	2	1	2	1	73	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Bangor School Department  
School: James F. Doughty School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	12	10	38	16	1176	8
	2006-2007	8	7	33	14	1132	8
	<b>2007-2008</b>	<b>24</b>	<b>15</b>	<b>55</b>	<b>20</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	44	11	126	16	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	62	54	135	56	7612	51
	2006-2007	74	61	148	61	8127	57
	<b>2007-2008</b>	<b>95</b>	<b>60</b>	<b>166</b>	<b>59</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	231	58	449	59	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	31	27	54	22	4080	27
	2006-2007	33	27	48	20	3549	25
	<b>2007-2008</b>	<b>30</b>	<b>19</b>	<b>47</b>	<b>17</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	94	24	149	19	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	10	9	16	7	2005	13
	2006-2007	6	5	13	5	1478	10
	<b>2007-2008</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>981</b>	<b>7</b>
	Cum. Total*	26	7	41	5	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	33.4	59.6	34.7	62.0	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.3	58.2	17.0	60.7	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	17.1	61.1	17.7	63.2	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Bangor School Department  
 School: James F. Doughty School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	159	24	15	95	60	30	19	10	6	649	280	20	59	17	4	651	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	4										13	23	54	23	0	651	399	7	47	28	17	642
American Indian or Native Alaskan	5	0	0	4	80	0	0	1	20	644	5	0	80	0	20	644	108	4	54	32	10	643
Asian or Pacific Islander	6	1	17	4	67	1	17	0	0	652	12	17	58	25	0	650	247	16	60	20	4	650
Hispanic	1										2						145	8	45	34	14	643
Caucasian/White	143	22	15	84	59	28	20	9	6	649	248	20	59	16	4	651	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	1	4	8	33	7	29	8	33	638	35	9	31	37	23	641	2282	2	29	42	27	636
No	135	23	17	87	64	23	17	2	1	651	245	21	63	14	2	652	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	4										7	14	14	71	0	645	329	4	44	30	22	640
No	155	23	15	94	61	28	18	10	6	649	273	20	60	15	4	651	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	85	6	7	48	56	22	26	9	11	645	118	8	56	27	8	646	5153	6	51	31	12	643
No	74	18	24	47	64	8	11	1	1	653	162	28	62	9	1	654	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	159	24	15	95	60	30	19	10	6	649	280	20	59	17	4	651	14057	13	57	23	7	648
<b>Gender</b>																						
Female	77	14	18	47	61	12	16	4	5	650	133	28	56	12	4	653	6967	16	59	20	5	650
Male	82	10	12	48	59	18	22	6	7	647	147	12	62	21	5	649	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	19	0	0	11	58	7	37	1	5	641	19	0	58	37	5	641	1186	6	41	42	11	642
No	140	24	17	84	60	23	16	9	6	650	261	21	59	15	4	651	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	0										0						557	50	48	2	0	661
No	159	24	15	95	60	30	19	10	6	649	280	20	59	17	4	651	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Bangor School Department

School: James F. Doughty School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	1	20	1	20	3	60	629	3	0	56	11	33	637	6	7	43	30	20	641
B. less than one hour	48	13	18	42	57	14	19	5	7	649	42	19	56	21	4	650	56	13	58	23	6	648
C. one to two hours	42	10	16	42	66	12	19	0	0	651	49	23	64	13	1	653	34	15	60	20	5	649
D. more than two hours	7	0	0	6	55	3	27	2	18	640	5	7	40	33	20	641	3	9	46	29	16	643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	44	16	24	39	57	11	16	2	3	653	39	24	62	12	2	653	40	17	60	19	5	650
B. They match some of what I have learned.	46	7	10	47	66	14	20	3	4	647	51	17	61	19	3	650	48	12	59	23	6	648
C. They match just a little of what I have learned.	6	0	0	4	44	3	33	2	22	637	8	27	36	23	14	649	9	7	45	34	15	643
D. There is no match.	4	0	0	1	17	2	33	3	50	632	3	0	29	29	43	634	3	3	31	37	29	637
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	27	14	34	20	49	4	10	3	7	653	26	39	49	7	6	656	28	26	58	11	4	653
B. good	53	9	11	50	62	18	22	4	5	648	57	16	64	18	3	650	54	9	61	24	6	647
C. fair	18	0	0	19	70	6	22	2	7	644	16	5	60	28	7	644	16	3	48	37	13	642
D. poor	3	0	0	2	50	1	25	1	25	637	1	0	50	25	25	637	2	1	37	39	23	637
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	14	0	0	10	48	6	29	5	24	639	15	5	57	24	14	644	15	10	48	27	15	644
B. about the same as my regular schoolwork	58	8	9	61	69	16	18	4	4	648	58	16	65	16	3	650	66	13	59	22	5	649
C. easier than my regular schoolwork	28	15	35	20	47	8	19	0	0	654	26	38	47	15	0	656	18	15	58	20	7	649
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	4	40	2	20	4	40	638	7	0	37	42	21	640	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	53	8	10	51	63	20	25	2	2	648	56	14	65	19	2	649	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	40	15	25	36	59	8	13	2	3	652	37	32	55	10	3	655	36	21	60	15	4	652
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	56	8	9	54	63	19	22	5	6	648	54	12	65	19	3	649	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	40	15	24	34	55	11	18	2	3	651	44	30	52	15	3	653	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	3	50	0	0	3	50	634	2	0	50	0	50	634	3	5	46	30	20	641
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	4	14	13	46	8	29	3	11	647	16	27	41	25	7	652	19	19	58	17	6	651
B. 20 minutes to an hour	55	19	23	49	58	13	15	3	4	651	56	26	56	15	3	652	51	15	60	20	5	649
C. less than 20 minutes	10	0	0	10	63	4	25	2	13	644	13	6	69	17	9	648	12	9	56	26	9	646
D. I rarely read at home.	17	0	0	19	73	5	19	2	8	644	15	0	79	17	5	645	18	4	50	34	13	643
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	620	10	38	38	13	13	651						
B.	0										40	26	58	16	0	654						
C.	0										35	30	56	15	0	656						
D.	0										15	8	50	33	8	646						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Bangor School Department  
School: James F. Doughty School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	17	15	49	20	1463	10
	2006-2007	18	15	58	24	2092	15
	<b>2007-2008</b>	<b>30</b>	<b>19</b>	<b>57</b>	<b>20</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	65	16	164	21	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	42	37	97	40	5914	40
	2006-2007	57	47	111	46	5731	40
	<b>2007-2008</b>	<b>59</b>	<b>37</b>	<b>116</b>	<b>41</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	158	40	324	42	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	37	32	67	28	4494	30
	2006-2007	34	28	50	21	4175	29
	<b>2007-2008</b>	<b>39</b>	<b>25</b>	<b>69</b>	<b>25</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	110	28	186	24	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	18	16	29	12	3014	20
	2006-2007	12	10	23	10	2308	16
	<b>2007-2008</b>	<b>31</b>	<b>19</b>	<b>38</b>	<b>14</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	61	15	90	12	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.8	51.6	10.2	53.7	9.6	50.5
Cluster 2: Shape and Size	15	27	9.0	60.0	9.3	62.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.3	61.4	4.7	67.1	4.2	60.0
Cluster 4: Patterns	15	27	8.1	54.0	8.5	56.7	7.5	50.0

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Bangor School Department  
 School: James F. Doughty School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	159	30	19	59	37	39	25	31	19	645	280	20	41	25	14	647	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	4										13	15	23	46	15	643	409	4	26	35	35	632
American Indian or Native Alaskan	5	1	20	3	60	0	0	1	20	648	5	20	60	0	20	648	108	6	26	39	29	635
Asian or Pacific Islander	6	2	33	1	17	2	33	1	17	648	12	25	33	33	8	648	247	13	50	25	13	646
Hispanic	1										2						145	9	32	34	25	638
Caucasian/White	143	25	17	54	38	35	24	29	20	644	248	21	42	24	14	647	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	2	8	5	21	3	13	14	58	628	35	11	23	17	49	632	2283	2	18	31	49	627
No	135	28	21	54	40	36	27	17	13	648	245	22	44	26	9	649	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	4										7	29	14	43	14	644	339	5	22	32	41	631
No	155	28	18	58	37	39	25	30	19	645	273	20	42	24	14	647	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	85	10	12	21	25	30	35	24	28	638	118	10	31	36	24	639	5160	4	34	36	26	636
No	74	20	27	38	51	9	12	7	9	652	162	28	49	17	6	653	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	159	30	19	59	37	39	25	31	19	645	280	20	41	25	14	647	14065	10	43	30	17	642
<b>Gender</b>																						
Female	77	12	16	30	39	20	26	15	19	644	133	19	44	24	13	647	6974	10	43	31	16	642
Male	82	18	22	29	35	19	23	16	20	646	147	22	39	25	14	647	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	19	0	0	1	5	8	42	10	53	626	19	0	5	42	53	626	1192	4	23	43	30	634
No	140	30	21	58	41	31	22	21	15	647	261	22	44	23	11	649	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	0										0						557	53	42	4	0	663
No	159	30	19	59	37	39	25	31	19	645	280	20	41	25	14	647	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Bangor School Department

School: James F. Doughty School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	1	20	1	20	0	0	3	60	627	3	11	44	0	44	634	6	6	33	31	31	635
B. less than one hour	48	15	20	28	38	16	22	15	20	645	42	20	39	25	16	646	56	11	43	30	16	643
C. one to two hours	42	12	19	26	41	17	27	9	14	648	49	22	46	24	8	650	34	11	45	30	14	644
D. more than two hours	7	0	0	2	18	6	55	3	27	632	5	7	13	53	27	635	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	52	22	28	34	43	19	24	5	6	651	47	25	46	23	5	651	45	14	47	28	11	646
B. They match some of what I have learned.	36	5	9	18	33	17	31	15	27	639	41	14	39	30	16	644	43	8	43	33	17	641
C. They match just a little of what I have learned.	11	0	0	5	29	2	12	10	59	628	12	16	34	13	38	640	9	6	30	33	32	635
D. There is no match.	1	1	50	0	0	1	50	0	0	655	1	50	0	50	0	655	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	31	20	42	18	38	5	10	5	10	655	32	42	40	10	8	656	29	24	51	17	8	651
B. good	37	8	14	26	46	15	26	8	14	645	44	15	48	28	9	647	48	6	45	33	16	641
C. fair	27	0	0	12	29	16	39	13	32	636	20	0	35	41	24	637	19	1	29	42	28	634
D. poor	5	0	0	1	13	3	38	4	50	626	4	0	17	33	50	627	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	10	0	0	3	19	7	44	6	38	628	20	4	45	34	18	639	24	5	38	33	24	638
B. about the same as my regular schoolwork	63	10	10	39	40	28	29	20	21	642	54	13	43	30	15	644	62	9	45	31	14	643
C. easier than my regular schoolwork	26	18	45	14	35	4	10	4	10	656	25	49	35	9	7	659	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	53	11	14	32	40	23	28	15	19	643	52	16	44	27	13	646	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	44	16	24	25	37	15	22	12	18	647	45	24	40	23	12	649	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	1	25	0	0	1	25	2	50	634	2	33	0	33	33	641	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	6	0	0	3	33	3	33	3	33	630	7	0	33	33	33	632	17	8	39	30	22	639
B. two or three days a week	18	6	22	15	56	5	19	1	4	652	19	25	44	25	6	651	34	11	44	31	14	643
C. two or three times each month	32	9	18	16	33	11	22	13	27	643	36	21	41	24	13	648	31	12	44	29	15	644
D. never or almost never	44	13	19	23	34	20	29	12	18	645	38	20	41	25	13	648	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	0	0	2	50	0	0	2	50	640	4	18	18	18	45	638	11	11	37	29	23	641
B. two or three days a week	14	6	29	9	43	3	14	3	14	651	15	22	46	22	10	650	32	11	44	30	15	643
C. two or three times each month	32	15	30	19	38	11	22	5	10	651	33	32	42	19	7	653	32	11	45	30	15	643
D. never or almost never	51	7	9	27	34	25	32	20	25	639	48	11	41	31	17	642	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	17	6	23	9	35	5	19	6	23	643	15	14	43	26	17	643	7	6	29	33	32	635
B. 30–45 minutes	60	17	18	32	35	27	29	16	17	645	62	23	39	25	13	648	37	8	39	34	20	640
C. 45–60 minutes	21	5	16	15	47	6	19	6	19	644	20	16	49	24	11	647	42	13	47	28	12	645
D. more than 60 minutes	3	0	0	1	25	1	25	2	50	632	3	14	29	29	29	641	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	618	10	25	50	13	13	651						
B.	0										40	32	42	19	6	652						
C.	0										35	26	48	19	7	652						
D.	0										15	17	25	42	17	642						

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N = Number